

Self Appraisal for ESL Programs/District Plans

The WHY, WHAT and HOW
January 4, 2012

Castañeda v. Pickard

- In 1981, in the most significant decision regarding the education of language-minority students since *Lau v. Nichols*, the 5th Circuit Court established a three-pronged test for evaluating programs serving English language learners. According to the *Castañeda* standard, schools must
- – base their program on educational theory recognized as sound or considered to be a legitimate experimental strategy, – implement the program with resources and personnel necessary to put the theory into practice, and – evaluate programs and make adjustments where necessary to ensure that adequate progress is being made. [648 F. 2d 989 (5th Circuit, 1981)].

3 Prongs of Castañeda

1. Is the program based on sound educational theory?
2. Is the program implemented effectively? Are resources implemented effectively?
3. Is the program effective in removing language barriers? Are changes being made to make it more effective.

Connection to NCLB

- See Section 3115

New Self Appraisal form

- History
- How it will connect to Improvement Plans
(*Section 3122 (b)*)
- First year uses
- Subsequent years

District Plan

- ◉ Legal requirements: NCLB Section 3116
- ◉ Needs to be edited when there are changes
- ◉ Numbers change for most annually
- ◉ Change this year to add plan for evaluation of ESL teachers

Question and Answer

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